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| **NWFSC Lesson Plan Template for Methods/Intern Field Observations** | | |
| **FEAP** | **Element** | **Description** |
| 1.f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies  2.e. Models clear, acceptable oral and written communication skills  2.f. Maintains a climate of openness, inquiry, fairness and support  3.a. Deliver engaging and challenging lessons  3.d. Modify instruction to respond to preconceptions or misconceptions  3.i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement  3. j. Utilize student feedback to monitor instructional needs and to adjust instruction | **Overview** | Based on instructional intent, the student will select the best method and procedures for delivering engaging and challenging content area instruction in a climate of openness, inquiry, fairness and support (2.f, 3.a.): Direct Instruction, or Indirect Instruction-Teaching Concepts, Inquiry-Based learning or Problem Solving (1.f.). As teaching and learning is a dynamic process, the methods/intern student will be expected to demonstrate flexibility by modifying instruction in response to preconceptions or misconceptions students may have (3.d.) and by utilizing student feedback to monitor instructional needs and to adjust instruction during the field observation lesson (3.j.). To maintain a safe and supportive learning environment, the methods/intern student will be expected to provide students verbal support and encouragement, immediate and specific feedback to promote achievement, retain attention and motivation (3.i).  In writing the lesson plan the student will demonstrate clear written communication skills in stating the unit goal, identifying and properly citing appropriate Next Generation Sunshine State Standards/Benchmarks (NGSSS) or Common Core State Standards (CCSS), identifying key vocabulary and concepts to be explicitly taught, writing a behavioral objective based on the NGSSS or CCSS, identifying instructional strategies to support ELLs, writing a rationale, the anticipatory set, higher order questions, and lesson procedures (2.e.).  In delivering the lesson, the student will model clear oral communication skills in the anticipatory, informing learners of the behavioral objective and how they will be expected to demonstrate mastery of the objective, helping students recall prior knowledge, asking questions at various levels of cognitive complexity including higher order questions, describing the procedures for Direct Instruction, or Indirect Instruction-Teaching Concepts, Inquiry-Based Learning or Problem Solving, responding to student feedback, providing verbal support and encouragement, immediate and specific feedback, and closing the lesson (2.e.). |
|  | **Subject/**  **Grade** | Subject Area (Reading/Language Arts, Social Studies, Science, Math, Fine or Performing Arts)  Grade Level |
| 1. b. Sequences lessons and concepts to ensure coherence and required prior knowledge  1.c. Designs instruction for students to achieve mastery | **Unit Goal** | A unit plan provides a framework for linking content/benchmarks, goals, objectives, learning activities and assessment. To ensure coherence within a unit, organize content/benchmarks, objectives and learning activities around a specific theme or cluster of related concepts (1.b.). Provide scaffolding by sequencing content/benchmarks, objectives and learning activities so that new learning builds on prior content knowledge and skills. Taken together, the outcome of all lessons within the unit should achieve mastery of the unit goal (1.c). State the unit goal. For example, if the long-term goal of the unit is to increase students’ comprehension of grade level texts, state the unit goal as: The student will learn to use a variety of strategies to increase comprehension of grade level texts. |
|  | **Next Generation Sunshine State Standard/**  **Common Core State Standard** | Identify and properly cite an appropriate Sunshine State Standard/Benchmark (NGSSS) or Common Core State Standard (CCSS) using the following format: LA.3.1.7.3. The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events (1.a.). |
| 1. a. Aligns instruction with state-adopted standards at the appropriate level of rigor | **Behavioral Objective** | Within a unit of study behavioral objectives will be written for every level of Blooms Taxonomy: Remember Understand, Apply, Analyze, Evaluate, and Create. To ensure academic rigor within the unit of study include cognitively complex behavioral objectives to help students develop higher order thinking skills including analytical, evaluative, and creative thinking skills (1.a.). Write a behavioral objective based on the NGSSS or CCSS listed above. Include (a) conditions, (b) audience (always the student), (c) an observable, measurable behavior, and (d) criterion level. |
| 1.e. Uses diagnostic student data to plan lessons  3. a. Deliver engaging and challenging lessons  3.e. Relate and integrate the subject matter with other disciplines and life experiences  3.h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students  4. a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process  4.b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery  4.d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge  4. f. Applies technology to organize and integrate assessment information  **ESOL**  Domain 5: Assessment (ESOL Testing and Evaluation)  Standard 1: Assessment Issues for ELLs  Standard 2: Language Proficiency Assessment | **Rationale** | 1. To keep students interested, motivated and engaged establish the relevancy of the lesson (3.a.). 2. Explain why the unit goal and behavioral objective are especially important, relevant, and worthwhile. 3. Explain how the content knowledge or skill is required or applied in the real world, outside the classroom (3.e.). 4. It is important to clarify that the level of cognitive complexity specified in the behavioral objective is supported by the learning activity in the lesson, and that the assessment, based on and aligned with, the learning activity measures the level of cognitive complexity specified in the behavioral objective. 5. Explain how the level of cognitive complexity in the behavioral objective is supported by the learning activity. 6. Describe how the behavioral objective, learning activity and assessment are aligned (4.b). 7. Assessment Driven Instruction (ADI) ***NOTE: This is mandatory for field observation lessons (methods/internship)*** 8. Explain how the lesson plan is based on the results of formal, informal and/or pre-assessment data. Formal assessment (s) should be free of cultural and linguistic biases and administered with accommodations appropriate for ELLs (4.d.). Informal and pre-assessment procedures (s) should be appropriate for assessing ELLs at varying levels of English language proficiency. Include the name and a description of the formal, informal, and/or pre-assessment (s) used and a brief summary of the data (4.f.). 9. Explain how the assessment data was used to:  * Determine student needs (1.e.) * Design, structure and differentiate instruction (3.h., 4.a.) |
| 3.b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter  3.g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding  3.h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students  **ESOL**  Domain 2: Language and Literacy (Applied Linguistics)  Standard 3: Second Language Literacy Development  Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)  Standard 1: ESL/ESOL Research and History  Standard 2: Standards-Based ESL and Content Instruction  Domain 4  Standard1: Planning for Standards-Based Instruction of ELLs | **Instructional Strategies to Support English Language Learners (ELLs)** | To fulfill the requirements of an ESOL infused program, lesson plans must include strategies that (1) help make academic content comprehensible, and (2) facilitate academic language acquisition. To make academic content comprehensible, and to help ELLs acquire academic language:   * List key terms and concepts that will be explicitly taught in this lesson. * List visual aids that help make academic content comprehensible (i.e., graphic organizers, illustrations, photos, diagrams, charts, maps, modeling, realia, manipulatives, and multimedia like video clips). * Provide one or more opportunities for interaction (i.e., have students work in pairs, with a partner, small and whole group). * Include one or more activities that will help deepen and enrich students’ understanding of content knowledge and skills through reading, writing, listening and speaking activities (3,b) (i.e., read-alouds, guided reading, guided writing, dialog journals, learning logs, writer’s workshop, word sorts, word study, read, pair, share, cloze, etc.). * Explain how instructional strategies in the lesson help make academic content comprehensible and facilitate academic language acquisition (3.g., 3.h.). * Identify and include four or more ESOL strategies. For example: In this lesson the following visual and interactive strategies have been included to support ELLs in acquiring academic language, content knowledge and skills: The following key terms and concepts will be explicitly taught \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, a graphic organizer (i.e. Venn diagram) will be used to \_\_\_\_\_\_\_\_\_ (i.e. compare and contrast \_\_\_\_\_\_\_\_), the teacher will model how to \_\_\_\_\_\_\_\_\_, and working in pairs students will\_\_\_\_\_\_\_\_\_. |
| 2.c. Conveys high expectations to all students  2.d. Respects students’ cultural linguistic and family background  3. c. Identify gaps in students’ subject matter knowledge  **ESOL**  Domain 1: Culture (Cross Cultural Communication)  Standard 1: Culture as a Factor in ELLs Learning | **Anticipatory Set** | The purpose of the anticipatory is to gain student’s attention, arouse interest, and establish a conceptual framework for the content knowledge or skill that follows. The anticipatory set includes: (a) an attention getting event that engages student interest and curiosity, (b) informing learners of the behavioral objective and how they will be expected to demonstrate mastery of the objective (2.c.), and (c) helping students recall prior knowledge. Helping students recall prior knowledge (1) helps students’ link new knowledge to previously acquired knowledge, and (2) helps identify gaps in student’s content knowledge (3.c.). Gaps in students’ content knowledge can also be determined through informal pre-assessment measures like KWL charts, discussion, probing questions, and other activities that require students to answer questions that would be used to assess mastery of the behavioral objective at the end of the lesson. Describe how you will (a) gain students attention, (b) inform learners of the behavioral objective, and (3) help student recall prior knowledge and identify gaps in student’s content knowledge.  All students, including culturally and linguistically diverse students bring a wide range of background and cultural experiences to the teaching and learning process. Students who are refugees may have no experience or limited experience in classrooms, particularly American style classrooms (2.d). Building background knowledge helps bridge gaps in students’ content knowledge. Background knowledge can be enhanced by providing students with direct experiences through video tapes, Internet information, and field trips. Once students have a personal store of knowledge in a content area, the methods/intern student can assist students in connecting new knowledge to what is already known. |
| 2.g. Integrates current information and communication technologies  2.i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals  3.g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding  **ESOL**  Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)  Standard 3: Effective Use of Resources and Technology  Domain 4: Curriculum and Materials Development  Standard 2: Instructional Resources and Technology | **Materials/**  **Technology** | Include a list of materials, equipment and technology needed to deliver instruction in the lesson (i.e., the type of graphic organizer, dry erase board, chart paper, overhead or LCD projector and screen, video clips, audio-tapes, web sites, computer software, etc..). To ensure all students achieve mastery of the content knowledge and skills stated in the behavioral objective, materials should be culturally responsive, developmentally appropriate, and linguistically accessible for ELLs (2.g., 2.i., 3.g.). |
| 3.f. Employ higher order questioning techniques\*  3.h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students  **ESOL**  Domain 2: Language and Literacy (Applied Linguistics)  Standard 1: Language as a System  Domain 5: Assessment (ESOL Testing and Evaluation)  Standard 3: Classroom-Based Assessment for ELLs. | **Higher-Order Questioning** | Asking higher order questions and allowing sufficient wait time is a principle means of engaging students in the learning process. Based on the behavioral objective, prepare questions at various levels of cognitive complexity including analysis, evaluation and synthesis. During the lesson direct questions at various levels of cognitive complexity to individual students, to groups, or the entire class (3.f.). Prepare and ask differentiated questions for ELLs at varying levels of English language acquisition (3.h.). For example, for ELLs in the pre-production stage, frame questions in such a way that the student can respond by pointing to or choosing an answer. For students in the early production stage, frame questions in such a way to allow yes, no or word responses. In assessing the accuracy of ELLs responses do not confuse English language proficiency with content knowledge or academic ability. |
| 1.d. Selects appropriate formative assessments to monitor learning  2.a. Organizes, allocates, and manages the resources of time, space, and attention  2.b. Manages individual and class behaviors through a well-planned management system  2.h. Adapts the learning environment to accommodate the differing needs and diversity of students | **Method and**  **Procedures**  **Select Procedures for**  **I, II, III, or IV** | **Behavioral expectations**, to ensure students are fully engaged in learning activities in the lesson, the methods/intern student must (1) explicitly state behavioral expectations for individual students and groups of students, and (2) provide students with explicit instruction and guidance on how time, space and instructional materials will be organized and managed throughout the lesson (2.a., 2.b.).  **Student groupings**, to maintain an equitable, inclusive and collaborative learning environment, and to build constructive relationships among and between students with diverse talents, interests and abilities, the methods/intern student will group students into small heterogeneous groups 2.h.).  **Checks for understanding**, throughout the lesson, the methods/intern student will provide opportunities for students to demonstrate that they have acquired the content knowledge or skill specified in the behavioral objective by asking students to provide oral or written responses to questions (1.d).  **I. Procedures for Direct Instruction**   * *Modeling*: Model the content knowledge or skill to be learned * *Guided Practice*: Students practice the content knowledge or skill, check for understanding, provide corrective feedback * *Independent Practice*: Students practice content knowledge or skill without help from the teacher   **II. Procedures for Indirect Instruction, Teaching Concepts**   * *Compare and Contrast Examples of the Concept*: Identify similarities and differences between the examples * *One Sentence Summary*: Write a one sentence summary of similarities * *Synthesis*: Reduce one-sentence summary to a few words (essential attributes) * *Traditional Label for the Concept*: Tell students the traditional label for the concept * *Assessment*: Show students examples and non-examples. Determine whether or not it is an example, tell why or why not   **III. Procedures for Indirect Instruction, Inquiry**   * *Select a Topic for Inquiry* * *Inquiry Question*: Develop an inquiry question * *Hypothesis*: Record a series of questions that will be used to help students formulate a hypothesis * *Collect Data*: Collect and record data on a graphic organizer in small or whole group * *Analyze Data*: Record a series of questions that will be used to help students analyze the data collected * *Conclusion*: Help students formulate a conclusion and determine whether findings support or reject the hypothesis   **IV. Procedures for Indirect Instruction, Problem Solving**   * *Identify the Problem*: Teacher or students identify a problem to be solved * *Brainstorm Solutions to the Problem*: Identify a range of solutions to the problem * *Predict the Consequences of each Solution*: Discuss the pros and cons of each solution * *Select the Best Solution*: Deliberate and determine the best solution to the problem * *Take Action*: Design a plan to implement the solution to the problem |
| 4.c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains  **ESOL**  Domain 2: Language and Literacy (Applied Linguistics)  Standard 2: Language Acquisition and Development | **Closure** | **Close the Lesson.** Closure is a vital part of the teaching and learning process. The closing activity should pull together and organize content knowledge and skills, including key vocabulary and concepts, learned in the lesson. It should also help students connect content knowledge and skills learned in the lesson to content knowledge and skills learned in past lessons or learned in future lessons. Describe how the closing activity will pull together and organize content knowledge and skills, including key vocabulary and concepts, learned in the lesson (4.c.). |
| 1.c. Designs instruction for students to achieve mastery  4. b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery  4.d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge  4.e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s)  **ESOL**  Domain 5: Assessment (ESOL Testing and Evaluation)  Standard 3: Classroom-Based Assessment for ELLs. | **Assessment** | Assessment is the process of documenting in measurable terms, the degree to which students have mastered the behavioral objective and academic language. The assessment strategy must align with the behavioral objective (4.b.). For example, if the behavioral objective is to to teach learners a reading strategy to increase comprehension of a grade level text, design instruction and learning activities to demonstrate and teach a reading strategy to increase comprehension of a grade level text, assess students’ on their ability to use the reading strategy to increase comprehension of a grade level text. Describe the classroom-based performance assessment strategy that will be used to assess the degree to which student’s have mastered the content knowledge or skill stated in the behavioral objective (1.c.). Describe how you will assess the degree to which students have mastered academic language. Describe how you will modify the classroom-based performance assessment for ELLs at varying levels of English language acquisition (4.d.). Describe how you will share the outcome of the classroom-based performance assessment data with the student and his/her parent (s)/caregiver (s). (i.e., graded paper with corrective feedback, rubric, checklist, individual conference, etc.) (4.e.) . |